



ICP - HESOS

# BOOK of ABSTRACT

of

**International Conference on Psychology  
in Health, Educational, Social, and Organization Settings**

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**Faculty of Psychology  
Universitas Airlangga**



# ABSTRACT BOOK OF INTERNATIONAL CONFERENCE ON PSYCHOLOGY IN HEALTH, EDUCATIONAL, SOCIAL, AND ORGANIZATIONAL SETTINGS 2013 (ICP-HESOS 2013)

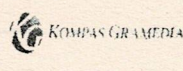
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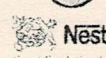
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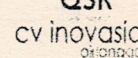
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research found that Indonesian significantly (0,05) consider facial attractiveness and voice feature as the characteristic to choose romantic partner.

*Keyword: physical attractiveness, romantic partnership, Indonesia*

### **Pattern Quality Relationship between Leader and Member in A Team**

**Elly Yuliandari** - Faculty of Psychology Surabaya University, Indonesia

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This study aims to determine the patterns of mutual relations that exist between the supervisor subordinates in a work team. Relationships between superiors and subordinates are not always homogeneous. There are various types of relationships qualities that may be encountered in a team. Research carried out on 255 couple's superiors and subordinates who are in a team work. The study was conducted by requesting leader and member to make a judgment about quality or their relations. This study is based on the concept of leader member exchange theory developed Graen & Uhl-Biehn (1995). Analyses were performed by using regression analysis. The results indicate that there are four pattern relationships in work teams. Four patterns of relationships were in-group, middle-group, out-group and indifference. The four existing relationship pattern is influenced by the willingness to accept each other between leader and member and also disposition to have adjustment each other. The results also show that the pattern of relationships between leader and member are not influenced by the length of employment, gender dissimilarities, age differences and educational level.

*Keywords: Leader member exchange. In-group, middle-group, out-group, indifference*

### **The Social Modal of Working Mother and Working-Family Conflict**

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This paper try to reveal the social modal of working mother in relationship with working-family conflict. In Indonesia, especially for dual working family, has an advantage comparative that compare with dual working family in another country. The advantage are (1) the extended structure of family, (2) relative easy to get an home assistance. This two factor have a great contribution in child rearing and household management in dual working family. The extended family, especially grandmother and grandfather or another aunty that not work at a formal sector or already retirement, do child rearing chores while mother and father go to work. Home assistance in Indonesia also live in the house of the family. For 24 hour they are at the house and ready to do the household and child rearing also. By this arrangement, the dual working family especially mother - who has two role, as a mother and a worker, is supposed not to be overburden by the two role, at work place and at home. But sometimes, the involvement of the extended family and home assistance, create another subsystem in the nuclear family. And it potentially a problem for those family, even for the marriage it self.

*Keyword: working mother, social modal, working-family conflict*

### **The Influence of Self Control Training to The Level of Internet Addiction in College Students**

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This research aims to see the influence of self-control training to the level of internet addiction in college students. Hypothesis that proposed in this research is there is reduced level of internet addiction on students who follow the self-control training compared with students who does not get self-control training. The respondents in this study are students of Islamic University of Indonesia in Yogyakarta by the number of respondents 14 people to the control group and 14 people group of experiments. Data was collected using the scale Internet Addiction which adapted from Internet Addiction Scale that developed by Young (1998). The data have been collected and processed using Mixed-Anava analysis. The result showed that self-control able to reduce internet addiction,  $p=0.000$  ( $p<0.05$ ). Thus concluded that self-control is able to reduce internet addiction on college students.

*Keywords: Self-control, Internet Addiction*



# Model of Appraisal Dyadic Emotional Exchange between Mother-Child

Elly Yuliandari and Esti Hayu Purnamaningsih

## INTRODUCTION

Mother-child relationships develop through dyadic emotional exchanges. Dyadic emotional exchange is the ability to achieve symphony of both parties (mother and child). The ability to achieve synchrony may represent a crucial developmental achievement for significant dyadic relationship, one that facilitates social, emotional, and cognitive growth for the child (Harrist & Waugh, 2001; Waugh, 2002). The positive emotion expressed by the mother will elicit the positive emotion in children, and reverse (Ainsworth, Bell, & Stayton, 1974).

Theoretically, synchrony should be associated with parent and child characteristics that promote child cognitive development, self-confident, and child adjustment. Mother-child dyadic synchrony, defined as a mutually responsive and reciprocal orientation between parent and child that includes elements of mutual focus, a balance of give and take, shared affect, and behavioural reciprocity (Harrist & Waugh, 2002). Synchrony is a complex emergent process that reflects the degree to which interacting partners adapt to one another's behavior in order to maintain a coherent and mutually rewarding interpersonal exchange (Barber, Bolitho, & Bertrand, 2001). Synchrony in emotional exchanges between mother and child in everyday activities can reinforce specific response patterns in the relationship, which the child may utilize to interact with people outside the family (Harrist, Pettit, Dodge, & Bates, 2004; Lindsey, Mize, & Pettit, 1997).

Every child is unique, therefore every mother-child relationship also elicits a unique pattern of emotional exchange. Shrauger and Schoeneman (1979) stated that since childhood, children begin to see themselves similar to the parents's view on them. The way of parent appraising events on their children's live will influence their children's appraisal process of themselves, vice versa. By extension, if children view themselves as they believe their parents view them, it may be that the way parents appraise events in their children's can affect their children's appraisal process.

An attempt to understand the emotional dyadic exchange between mother and child is important in understanding the cognitive processes that take place between them interactively. The majority of research on dyadic synchrony (and related concepts) has focused on mother-child interaction during early childhood (Harrist & Waugh, 2002) ) and to some extent during middlechildhood (Criss et al., 2003; Deater-Deckard, Atzaba-Poria, & Pike, 2004). ), it remains unclear whether mother-child synchrony continues and play significant role when the child is commencing to enter adolescence stage. This study is aimed at learning the emotional dyadic exchange between mother and child in adolescents stage. Through this study Understanding their occurrence and patterning will aid in specifying the role that parent-child synchrony has in children's adjustment.

Dyadic emotional exchange between mother-child can be explained through the theory of appraisal. Appraisal theory can provide a framework to understand the emotional exchanges in mother-child interactions, but there are few studies that attempt to understand mother and child emotional exchange using this theory in Indonesian context. Further work is needed to identify cognitive processes within mother-child interactions that may contribute to the dyadic emotional exchange. The theory predicts that emotional exchanges between mother and child are evoked in response to a meaning analysis, or appraisal, in which the adaptive implications of the circumstances for the individual are evaluated in relation to personal current needs, goals and abilities (Roseman, 2001; Roseman & Smith, 2001).

According to appraisal theory, emotion is part of the adaptation process in response to environment demands. Some research suggest that there are links between other types of children's cognitions and parents' patterns of cognition (Bugental and Johnson, 2000; Dix, Ruble, Grusec, and Nixon, 1986; MacBrayer, Milich, and Hundley, 2003). The emotions elicited by an event are determined by how the event is interpreted along a number of appraisal dimensions (Ellsworth & Scherer, 2003). Appraisal theorists have proposed six dimensions on which the environment can be evaluated, and they include pleasantness, control, certainty, attentional activity, effort, situational control. Cognitive appraisal by individual will affect the type emotions felt by the individual. For example, if an individual feels that the event is in control then most likely there will be a positive emotion. In the same vein, if an individual feels that his/her situation is pleasant, then it will lead to positive emotions as well.

Cognitive appraisal of the situation is also called situational appraisal (Smith & Ellsworth, 1985; Roseman, Spindel, & Jose, 1990). Children's appraisals are related to their parents' appraisals of similar events. Cognitive appraisal about the same situation that is done by mother and child is a reciprocal. Therefore there is a dyadic emotional exchange between mother and child when they appraise a situation. In other word, cognitive appraisal that reflect positive or negative emotion is a dyadic exchange too. Furthermore, cognitive appraisal which reflects positive or negative emotion should be also a dyadic exchange.

According to Kenny (1994) in dyadic exchange in interpersonal relation involves self-perception (judgments about the self), and judgment about other's. Consequently, it may be useful to specifically analyze the dyadic effect between self-perception and perception about other's to consider the possibility that mother do not misperceive about her child (Schlenker 1980). We assumed that judgment about other's emotion also plays an important role in dyadic emotional exchange between mother and child. The child's judgement on mother's emotion will influence the child's emotion. As mentioned by Kenny (1996), this phenomenon is called as actor effect, while effect of child's judgment on mother's emotion is called as partner effect. (Kenny, 1996b).

This study aims to determine the dyadic model of emotional exchange between mother and child in appraisal theory perspective. The study also try to find out the reciprocal effect between child's self-perception emotion and perception about Mother's emotion judgment. This identification not only allows infants to perceive others to be like the child's but more importantly, to perceive people to be with them emotionally.

## Objectives

The present study seeks to extend understanding of the emotional exchanges in mother-child interactions. Specifically, this study seeks to test the following models:

- A. Mother-child dyadic positive emotional exchanges.

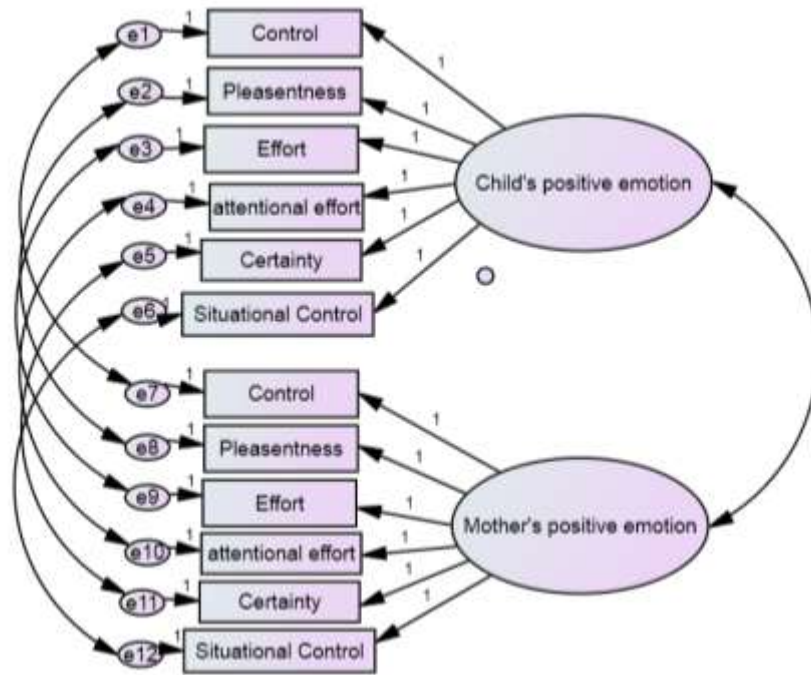


Figure 1. . Mother-child dyadic positive emotional exchanges

B. Mother-child dyadic negative emotional exchanges

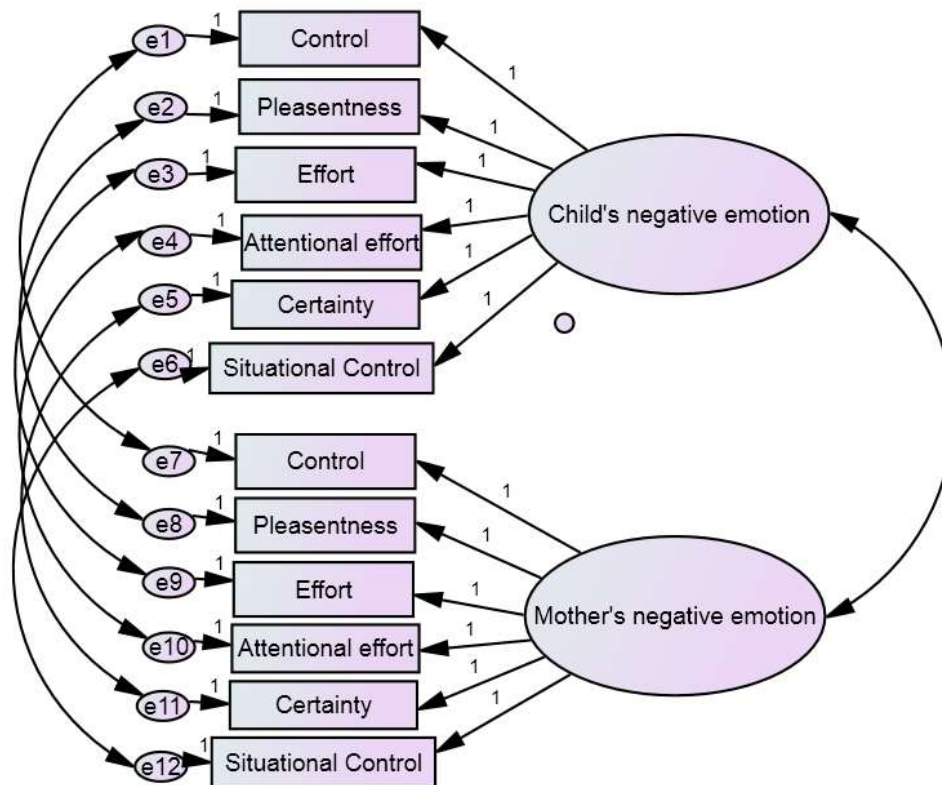


Figure 2. . Mother-child dyadic negative emotional exchanges

C. Mother-child dyadic self and other perception on positive emotional exchanges

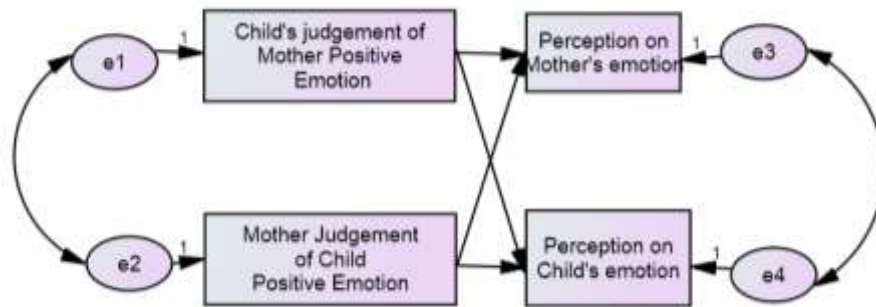


Figure 3. . Mother-child dyadic self and other perception on positive emotional exchanges

#### D. Mother-child dyadic self and other perception on negative emotional exchanges

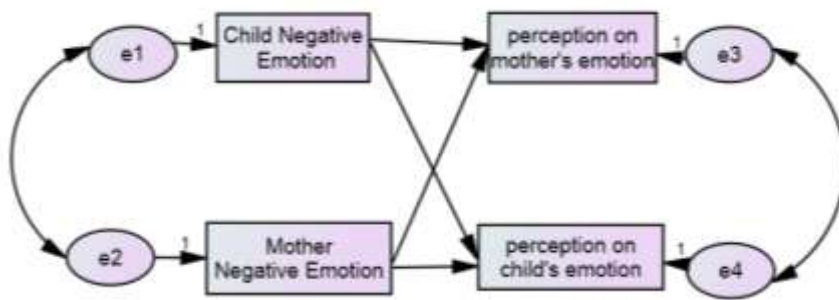


Figure 4. Mother-child dyadic self and other perception on negative emotional exchanges

### Method

#### Participants

1. Participants comprise 120 mothers and their children. Both parties (mother and child) should live together.
2. Both parties should not be in the process of receiving any clinical intervention or counselling
3. The child is the student of the elementary school in Surabaya or Yogyakarta
4. The mother should be in the age of 35-50 years old, and the child should be in the age of 12-15 years old.
5. To be eligible for the study, both mother and child have to reside together and both are required to agree, separately, to participate in the study.
6. Children of either gender can participate.

#### Procedure

1. Firstly, Mother and child will be asked to fill in the questionnaire containing demographic information, such as child gender, mother and child ages, educational background of

mother and child, birth order of child. These demographic data will be used to select participants, who meet the criteria.

2. Both mother and child will be asked to discuss several topics given by the researcher, while the researcher observes the process occurred during the discussion session). The topics consecutively discussed are including positive, negative and neutral conflicts /events occurred between them, in which 10 minutes provided for discussing each conflict / event.
3. They are encouraged to express their views, feelings and perceptions equally, without fear of being criticized or threatened. The researcher will take notes on participants' attention, spontaneous responses, involvement in discussion, affect sharing, turn taking, and non-verbal cues. Observation will be focused on spontaneous responses during the discussion sessions, opposites ideas generated between mother and child, and the process / flow occurred to ensure the discussion take place between mother and child as equals or not.
4. The topics of pleasant, neutral, and negative situations are selected based on preliminary studies. The topics are including the moment of success reached by the child (for positive affect), event where participants argue about the rules at home (for negative affect), and daily activities (for neutral affect).
5. After the participants finished their discussions, they are asked to fill in the questionnaire, which measures their emotion and perception on partner's emotional expression and emotion appraisal.

#### Measurement

1. Self report on mother and child's emotions  
Using a self-report questionnaire, mother and child report their own judgements on the emotions felt during the discussion session takes place. They rate their own? positive emotion (happy and excited), negative emotions (anger and sadness), and neutral emotions referring on 7 scales used in this questionnaire.
2. Questionnaire of partner's emotions.  
Mother and child rate each other in this questionnaire. Mother rates child's emotions, and vice versa. The participant rates partner's positive emotion (happy and excited), negative emotions (anger and sadness), and neutral emotions referring on 7 scales used in this questionnaire. .
3. Appraisal emotion  
Separately mother and child rate themselves on cognitive emotion appraisal scale, which consist of six dimensions, as follows: pleasantness, control, certainty, attentional activity, effort, situational control.
4. Demographic data

#### Data Analyses

Data gathered from participants will be analysed using Structural Equation Modelling on Amos to examine the goodness of fit of the model proposed in this research.

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